

Features of assessment activity at the lessons of literature

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Abstract

© 2016 by iSER, International Society of Educational Research. The rational way (a mark, a test) of assessment of a school student's perception of art contradicts the principles of personality oriented learning and reduces the interest of a child in fiction. In the article the problem of assessment of learners' achievement in the lessons of aesthetics, namely in literature lessons, is solved. The author identifies the reasons for the lack of result in the research into the problem: the figurative nature of the literary text which accounts for the plurality of its interpretations, impossibility to define the criterion for assessment of free communication of learners discussing the work of art. The emotional nature of esthetic perception interferes with objective assessment of the reader's activity, and the children with a more developed sphere of feelings find themselves in a less advantageous position, than the children with developed analytical thinking, however not inclined to empathy. The author sees the solution to the problem by means of rating scales of assessment widespread in psychological diagnostics. Such scales should be developed by each class staff on the basis of their own experience of class work with a literary text, they will have a different number of criteria, but that will allow to do justice to every learner.

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Keywords

Assessment, Discipline of aesthetic cycle, Education, Evaluation criteria, Personality oriented learning, Rating scale, Work of art (fiction)